

The Eastern Kentucky Educator

VOLUME I. MOREHEAD, KENTUCKY, JANUARY 1925 NUMBER 1

LOOKING BACKWARD

On January 1st, 1925, the Morehead State Normal School looks back upon fifteen months of operation as a state institution. During those months it has enrolled about five hundred different students, representing twenty-seven different counties of Kentucky. While the school was established to serve the mountain counties of Eastern Kentucky, scattering students have come to us from as far west as Graves county. The largest enrollment, of course, has been from our mountain territory, Rowan, Elliott, Morgan, Carter, having the largest number in attendance, with Bath, Fleming and Lewis coming in for good representation.

At the present time more than eighty students of the institution are teaching on Morehead certificates. These are largely employed in one-room rural schools, though a number are working in mining villages and small towns. The idea of "Morehead Quality" seems to have been quite fully absorbed by the majority of those sent forth. The statement of one county superintendent who had a number of our students employed in his schools that Morehead teachers seem determined to really serve the community in which they are employed as well as to teach the children who come to school in an effective manner, appears to represent quite fully their general attitude toward the profession of teaching. "Success Through Service," the motto of the school, seems to be taken as an individual motto by a large majority of those who have been with us.

Two general principles have guided the administrative officers of the Morehead Normal School in their task of building up an institution of which Kentucky will be proud. The first is that teachers of teachers must not only

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The Closing Days

Now that the end of the journey is in sight it is worth while to use them well.

You are by this time acquainted with the abilities and dispositions of your pupils. You know something of their home life and the characteristic wherein lie the strength and weaknesses of their moral life.

It is worth while in these last days to try to round up the work so as to make a complete job.

Does John still drawl and stumble in his reading? Make an especial effort to induce him to read for the thought.

Is Katy still weak in fractions? Take occasion to help her then by practical and simple problems well presented.

In other words, try to make the work of the classes a completed unit so that they will be able to take up the work of the next grade and carry it on without being conscious of certain subjects that come up to give trouble because they were only partly learned.

In many schools the attendance has fallen off. Now is the time to do excellent work with those who remain, for within limits there is truth in the saying "The fewer the better share."

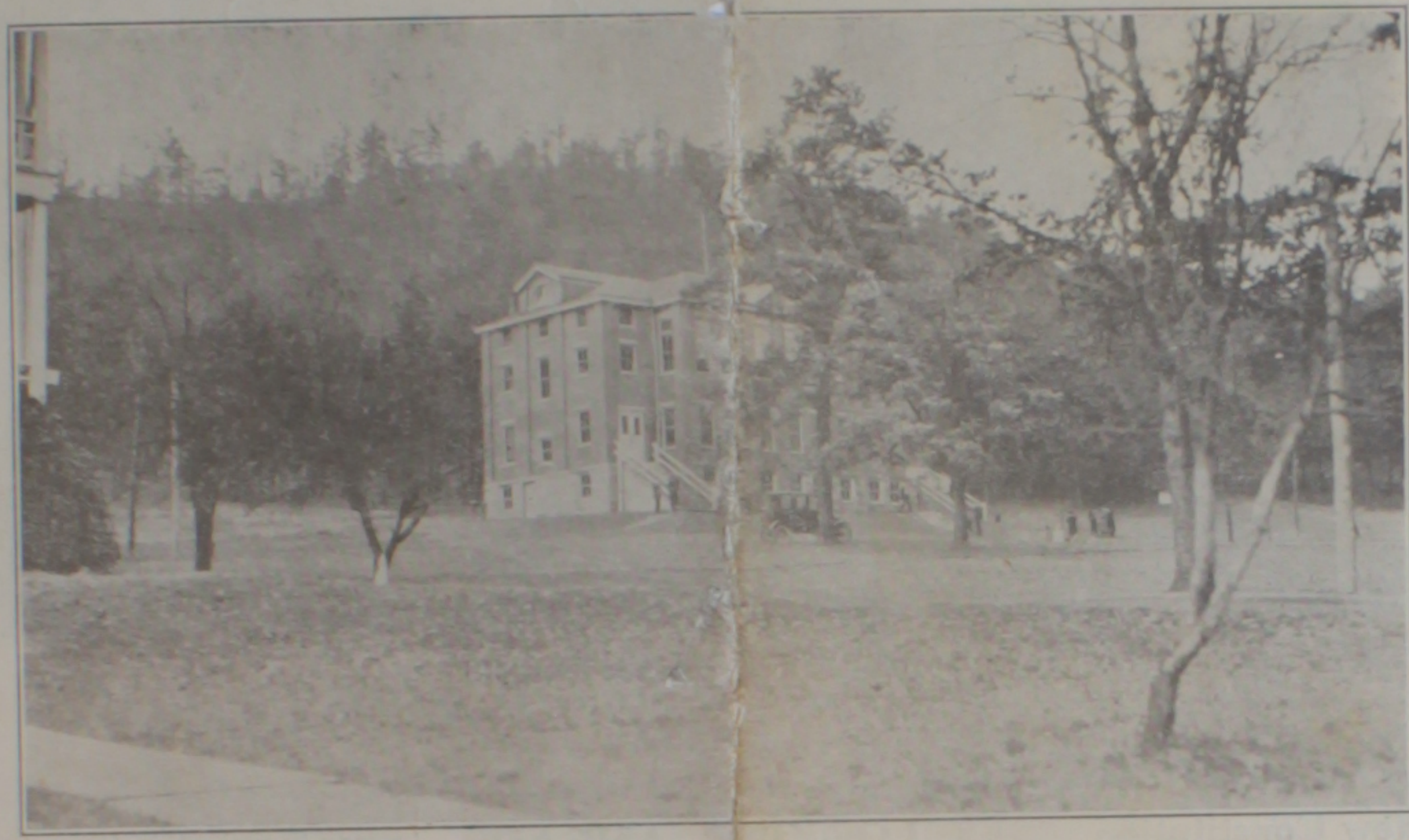
Lessons can be mastered and there is time for additional reading or to prepare for an entertainment. If you do prepare for an entertainment, make the program such that each child may have a part.

Do not worry about having a long program but have a good one. Each selection should be properly prepared.

"There is no excellence without labor," and the results are worth while for the teacher, the pupils and the audience. Do not hesitate to put fun into it but be sure it is clean fun.

Above all things remember that if you play out these last weeks your pupils will do the same. Demand daily preparation of yourself. Nothing is more contemptible than the loafing teacher who demands that the pupils work more than she is willing to do herself.

Duty and opportunity both call upon you to make the last month the best month of the term.



BURGESS HALL—CHAPEL, ADMINISTRATION AND CLASS ROOMS

Observations in Eastern Kentucky

It has been the writer's privilege to visit a number of excellent school fairs this fall.

Owsley County divided forces and held three school fairs in different parts of the county at the same time. All were good. Some of the exhibits were the best we have seen but the finest thing about them was the great interest shown by parents and the general public who were present in great throngs.

Owsley County schools have become by far the most important institutions among the country people and the excellent corps of teachers are undertaking to make their schools serve the whole community.

At Beattyville and Jackson we also saw excellent school fairs attended by great crowds of patrons. It is evident that these fairs are adding much to the interest of the people in their schools.

A great meeting was the Upper Kentucky River Educational Association held at Jackson. More than five hundred teachers were present. Addresses were made by Superintendent Rhoads, Supervisor Hopkins, and a number of educators of Eastern Kentucky. The schools of the Kentucky River section report a high percentage of attendance.

The writer has been familiar with conditions in that section for a number of years.

We note many indications of improvement in the teaching personnel, an increasing interest in professional meetings, a greater number who are making advanced preparation at normal schools and colleges, and a greater

number who teach in the same place for more than one year.

Accepting an invitation of Superintendent Clark, of Letcher County, we went with him on Saturday to visit the Carcassonne Community school in Letcher. This school is eight miles from the railroad, the heart of the hills. The united effort of these people to help themselves indicates that great things may be expected of this school in the future.

A few days later the writer returned to Letcher to attend a teachers' meeting at Blackey. There were not so many teachers as were expected, but a good attendance of the citizens showed a wholesome interest in the schools. A banquet at the hotel was largely attended and proved a very enjoyable affair.

A hopeful sign in Eastern Kentucky

Public School Music

As with health instruction, our state demands that teachers be able to train pupils in singing patriotic, religious, and folk songs. Miss Shader, a graduate of the Louisville Conservatory of Music, is in charge of this work, and does splendid work in note singing, note reading, and musical expression. In addition, the school supports an orchestra which offers fine training for students who play an orchestra instrument, and a Glee Club for those especially gifted in singing. Last spring these two organizations put on The Gypsy Rover, a very attractive opera.

is the growth in attendance in High Schools. Ashland and Pikeville are the largest of these.

There is no better high school in Kentucky than Ashland in organization, equipment or work accomplished. Pikeville has a hundred and seventy-five students from the country. Other schools which are rapidly growing in numbers and efficiency are at Olive Hill, Grayson, Russell, Vanceburg, Hazard, West Liberty, Whitesburg, Jenkins, Louisa, Prestonburg, Paintsville, and Chincoteague. Many students in these schools will become teachers. These schools are thus doing much to raise the standard of scholarship among teachers in this section.

A movement of importance among teachers in Eastern Kentucky is the organization of the Eastern Kentucky Educational Association which met at Ashland December 5th and 6th. About three hundred teachers were present. These were drawn from Lewis, Greenup, Carter, Boyd, Lawrence, Johnson, Floyd, Pike and Rowan Counties. Addresses were made by H. L. Donovan, of Peabody, Dean Taylor of the University of Kentucky, Dean Lewis, Supervisor Hopkins, Professor Jayne, Professor Keith, President of the K. E. A., and Dean Cooper, of Eastern. Ashland was designated as the meeting place for next year and Jayne was chosen President.

It is hoped that this organization may be able to study the problems and conditions of Eastern Kentucky, and

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LOOKING AHEAD

While the past holds many things for pride and congratulation for Morehead, our greatest satisfaction comes from contemplation of the future. Not what we are so much as what we hope to become gives inspiration for effective labor. Our present class and laboratory accommodations are not what we would have them, but the foundation for our beautiful and well-planned class and administration building is rapidly being completed. Our dormitories are not strictly modern, but money is appropriated for splendid new buildings that will provide ample room and the most approved equipment. Our library is small, but books are being added rapidly with the view to making it all that can be asked for a teacher-training institution. The Board of Regents "Sought first" the spiritual power that is embodied in a superior faculty, knowing that "All these things shall be added unto it." A central heating plant, gymnasium, auditorium, athletic facilities, training schools, are the additions that are sure to be added as the years pass.

Another thing to give Morehead and her friends confidence in the future of the institution is the rapid development of the region which she serves. The buildings on the campus face directly toward the southeastern corner of the state in this section wealth and population are increasing by leaps and bounds. Already one-fifth of the children of the state are here, nearer to

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News From the Field

Miss McCarty and Miss Prather were making a fine showing in the Armistice Day school parade at Ewing, Ky., where they are teaching the third and fourth grades, respectively. Both are working hard and making good in home schools.

Girdell Dingus reports everything going well in her Floyd county school. She will be back in Morehead for further work in February.

Gertrude Gibbs is working for the bigger things that characterize the real "Morehead Quality" teacher in Montgomery county, where she is in charge of a two-room school.

Clyde Lewis is making good in the Ashland schools, where he is doing seventh grade work. It is too bad to lose so good a man from the rural field, but we must spare one of our good products to the cities occasionally.

Clara Bruce is doing good work in her home school on Christy creek, and will be back in school the next semester.

Orrin Kiser reports a good school at Denton, where he and his wife are in charge. He will be in Morehead again in February, and says that he has seven eighth graders who will come with him. If all of our old students who return do as well, we will be swamped.

Miss Bertram, Superintendent of Lewis county, gives a fine report of the working being done by our colony in that county. And it may be remarked that few superintendents in Kentucky are better able to judge of the work of a teacher than is Miss Bertram.

Alberta Sparks, Greenup county, says, "Am getting along fine. Could not like anything better. Will be back in February."

Mary and Emma Skaggs, Elliott county, write encouragingly of their work. They are striving to hold attendance, interest their communities, and secure books for the school library.

Hespera Viars has held two box suppers, and made quite a nice sum of money, most of which she has used in improving her school room.

Wilford Fryman is making things hum at Big Brushy, Rowan county. He took an active part in some community road building, has held community meetings, and raised money for improvement.

Send us a word regarding your school for next issue. Don't be afraid to tell of the good things you are doing.



HODSON HALL—GIRLS' DORMITORY AND MESS HALL

The Eastern Kentucky Educator

A Monthly Paper Published by the
Morehead State Normal School

Under editorial control of a faculty
and student committee.

Subscription rate 25 cents per year

Greetings

With the issuing of this paper the Morehead Normal School launches a new enterprise. Our family at home and in the field is rapidly growing and our list of friends is constantly on the increase. In order to keep in close touch with all, we have decided to begin the issuance of a paper that will go to family and friends each month, and keep us in touch with each other.

The new paper has been christened The Eastern Kentucky Educator, and this first issue is extended to you in the field as a hand of greeting. May you feel its warmth and strength and encouragement. And may we feel, through it, your loyalty and love. Only by unity of interest, of aim, and of ideals can we, as an institution, and you, as the bearers of our message to the people, come to the full measure of power and influence which the cause we serve demands. Will you not help us make The Educator fulfil this demand?

Kentucky is moving forward educationally in a very gratifying manner. There are many evidences of this advancement, not the least of which was the liberality shown by the last legislature in providing for the growth and development of the two new normal schools, established for the training of elementary teachers. Eight hundred thousand dollars for buildings and equipment, and an ample millage tax for maintenance are evidences of the faith our people have in trained teachers. We must show ourselves worthy of this faith by the high type of service we render the citizenship of the state through the right training of the children given into our care.

A very large proportion of those we have sent out are working in the rural field. This is most gratifying to us, for here is to be found the greatest need and finest opportunity that exists within our state. Rural children in Kentucky have never had a fair chance as compared with their city cousins, and it is the ambition of the Morehead Normal School to help right this wrong. The greatest difficulty you face, in many cases, is your isolation. You are fighting alone. No one comes to aid and encourage you. The superintendent probably gets to your school not more than once during the term. There is no one upon whom you can call for advice, for criticism, and for suggestions. It is the hope of the Normal that its Educator may become a factor in overcoming this aloneness of the rural teacher by its monthly visits.

You have only a few more weeks until the end of your term, and, we hope, your return to Morehead. Do not fail to make these weeks the best of your school term. Weather is bad, roads at their worst, some parents feel that school after Christmas is a needless luxury, but you can overcome the difficulties if you have enough pep, perseverance and power. Work with untiring energy, teach each class as if your reputation for the entire year depended upon it. Be filled with faith in your work and in yourself, and then live up to your faith. And finally, when in doubt or uncertainty, turn for aid to your Morehead teachers. Write for suggestions, lay your difficulties clearly before the one whom you feel best able to advise you. Remember that you are still one of us, and that we are always glad to aid in any possible manner in order that you may be able to live up to the standards of Morehead Quality.

Rowan County apples and peaches have been given a great name by the exhibits at state and national fruit shows from Doctor Van Antwerp's orchard. The boys say there are some peaches in the Normal School also.



HARGIS HALL—CLASS ROOMS

A New Constitution

When we outgrow our clothes we loosen them up by letting out the seams or we buy new clothes.

Kentucky has outgrown her present constitution. It seems impossible to let out the seams—why not get a new constitution?

No one who is familiar with our school system believes that we are giving equal opportunities to all the children of the state, yet our school funds must be distributed by the per capita system and there is no way by which the state may aid the poorer counties or poorer districts. We cannot even lend money to a town or district whose school plant is destroyed by fire, yet other states raise money where wealth is found and spend it where the children live.

No matter how well a governor or other state official has mastered his work, he must learn at the expense of the state. He must be displaced by a new man at the end of four years and another must learn to do the work and the taxpayers must pay for his training.

No state or county officer except the governor may receive more than five thousand dollars per year, yet able men in all walks of life make more than this.

We have seen cities in other states take school superintendents from Kentucky cities by offering larger salaries, although their school systems are much smaller than the Kentucky cities from which they take them.

The present constitution forbids the state to contract a debt of more than five hundred thousand dollars, but the present indebtedness of the state is somewhere between six and eleven millions.

Courts and city governments are hampered in their efforts to serve the people.

Public service corporations are restricted in many ways until it seems sometimes that our constitution was especially intended to hinder the industrial development of the state.

Our constitution is a code of laws; some of which were useless when adopted; many of which are now inoperative; others of which hinder the growth and development of our industries and institutions.

Kentucky has many able and patriotic citizens. It is not possible to call a convention that would be animated by the desire to secure for all our people equal opportunities and equal rights, and which would have sufficient faith in the good sense of our legislature to make a constitution on the broad actment of statutes until the need for lines of other states and leave the enactment of statutes until the need for them is evident?

The old suit is too little. In many places it is worn out. The style is obsolete. As I have shown, we are of necessity making holes in it and evading its restrictions. Why not lay aside the old ragged garment and buy a new suit?

LOOKING AHEAD

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Morehead than to any other state-supported school. As the vast wealth of the section is developed, population will flow into the thousands of valleys to bring forth coal, clay, oil, gas, building stone, timber. And as this development goes on, another development will accompany it. Truck gardens, orchards, poultry yards, dairies, will appear, utilizing the available land for supplying food to the multitudes who must be fed.

Accompanying this industrial and agricultural awakening will be such an increased demand upon the school of the region as has never been known in Kentucky. Prosperity will bring money for better buildings and equipment, for longer terms, for better salaries. This will afford an opportunity to the well trained that will make the teaching profession more attractive than it has ever been. And where will the teachers that serve this field be trained? Naturally in the first, and for many years, doubtless, the only state-supported Normal School in the hill country; in the institution dedicated to the training of efficient teachers for this specific field; under the instruction of a faculty selected for intimate knowledge of those very problems which will confront the teachers of the region; in Morehead States Normal School.

The picture above is drawn with the view to showing what the future holds for the Morehead Normal. It is not a dream, but a vision. Already it is well started toward realization. Two hundred and forty have found their way to Morehead during the present autumn, and indications are that one hundred and fifty more will arrive with the opening of the next semester. The Midland Trail will be completed within a year, affording additional means of bringing students to our doors. Soon the highway approved by the last legislature will reach from the Ohio River to the Big Sandy, with its mid-point at Morehead. What more could be asked by an ambitious institution? What greater encouragement could be given an administrative Board and a Faculty to bend every effort toward the creating of a splendid institution? Should you become discouraged in your effort to prepare for efficient service in the field of education, think of these things which promise a better day for the teacher who is ready for it. Should you feel discouraged with the results you have been able to obtain so far, take heart, for the future is bright for you, my dear teacher, as well as for the school which is dedicated to your service.

LOOKING BACKWARD

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be superior teachers themselves, but possessed of such training, experience, skill, ideals and personality as will enable them to send students from their classes determined to emulate them as forces for individual and community betterment and with the training necessary

to make this determination effective. The second is that a Normal School must study the condition and needs of its field, and so organize courses and plan instruction as to meet these conditions and needs in the best possible manner.

Guided by these principles, a faculty has been gathered that, in teaching ability and character, may be honored by the highest praise,—that it is worthy of the task that has been given it, the task of training teachers for Kentucky children. Training and experience have been given due consideration, but in addition people who know Kentucky's needs have been sought out and secured. As a result Morehead has a faculty composed of those who have been reared within the state, or have had a long and successful teaching experience within the borders of the Commonwealth.

Much thought has been given to the problem of arranging a Course of Study that best meets the needs of those preparing to teach in the elementary field. The outcome has been a group of courses adapted to the needs of all types of students wishing to meet the state's requirements for entering the profession. It is with assurance that our efforts will meet with general approval that we present a brief outline of these courses on the pages that follow.

Another accomplishment of these past months must be mentioned before this retrospective view ends. Morehead Normal has done something within a very short time that often requires years. We have established INSTITUTIONAL SPIRIT. This is not a thing that can be described, measured or evaluated in definite terms. But it exists, and is evidenced by the loyalty of our students, their faithfulness to our standards, and the manner in which the best who go out from us send their best friends back to us.

With these accomplishments behind us, we enter upon the New Year with great faith and boundless expectations. We are building, not only with brick and stone, but with the more permanent and enduring things of the Spirit.

OBSERVATIONS IN EASTERN KENTUCKY

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at the same time serve as an auxiliary of the K. E. A.

In some of the schools of the mountain counties there is an effort to teach practical agriculture and to make the school serve the community in many ways which were formerly thought to be outside the proper sphere of the school.

Definite training for citizenship is being undertaken in a study of the needs of the community and sometimes an effort is made by the school to meet and satisfy these needs. Some of these are a broader social life, wholesome amusements, cooperation in local undertakings, and a study of agriculture and local farming opportunities and conditions.

Farm agents cooperate in this work

MOREHEAD, THE TOWN

Situated on the C. & O. railroad, which so far as passenger service is concerned is the best in the state, also on the Midland Trail, Morehead is a very accessible town.

It is a small town amidst forest covered hills which render the climate delightful as well as healthful. It is claimed that Morehead has the coolest summer weather in Kentucky.

The people of the town believe in and support the school. The best homes in the town are glad to board our students at reasonable prices. While we have no extremely rich families there are many who live very comfortably. We do not worry ourselves about the latest styles. We prefer to be comfortable and live within our means.

There are, of course, traditions of the old feuds but they are behind us. No town in Kentucky believes more thoroughly in the enforcement of law. Our officers believe there is only one place for a drunken man and when a man gets drunk he soon is on the way to jail.

A great number of traveling men, who might live in any other town as well, make their homes here and more are coming all the time. They wish their families to have the advantages offered by our schools.

There are not many outside interests to take the student from his work. There are, of course, parties and the picture show. The circus comes once a year but there are not great factories, no day and night joints, and not much noise.

A small, quiet town is better for an educational institution than the roaring city.

Such a town is Morehead. A town where economy is no disgrace and where the fellow who does his work well gets more credit and receives better treatment than the chap who wastes his money.

in some counties as in Magoffin, where, on the initiative of Farm Agent Morgan, a two days' conference of teachers and farmers was recently held.

We greatly enjoyed a visit to the community schools at Pippa Pass and Hindman. These schools cooperate with the public schools in various ways. The Pippa Pass school is aiding a number of public schools, enabling them in some cases to secure better buildings and equipment; in others, to secure better teachers; and in some cases to run a high school.

The industrial work of the Hindman school is a valuable feature much needed in that section.

The school is doing much for the health of the community.

The large attendance at their excellent high school was a surprise. To a public school man this seems in some respects peculiar, but it is entrenched in the hearts of the people of that country and many evidences attest the power it is exerting for good.

We are always interested in the country school of one or two rooms for these are the typical schools of this section. Some are good; some are not so good; and of others we do not like to think. We are more strongly impressed daily with the belief that in these schools the teacher is all important. These schools change in character and efficiency just as the characters and preparation of teachers change.

Evidence of better business management on the part of County Boards and Superintendents is seen in the better type of school houses being built here and there and in the combination of two or more schools in favorable localities making two or three room schools.

The interest in good roads has not closed with the defeat of the bond issue. Teachers realize that our country schools will be improved as the roads are improved.

A generation is growing up in the country schools who will be willing to make heroic efforts and sacrifices for the sake of securing good roads.

Everywhere there is need for better trained teachers to take the places of those who are continually dropping out of the profession.

STUDENT ACTIVITIES

The Christian Associations

The Young Men's and the Young Women's Christian Associations were organized during the spring of 1924. Most of the students and members of the faculty are members, and a good work is being done. Two young women, Nell Cassidy, President, and Mary Lewis, chairman of the social committee, represented the Association at the Summer Students' Conference, held at Blue Ridge, N. C. The work of the Association has been greatly strengthened by the plans and inspiration brought from the Conference, and two other officers will be sent next summer.

In December the Y. M. C. A. sent six student delegates to the Conference held at Lexington. Mr. Brown, President of the Association, was elected Vice-President of this meeting.

Each of these organizations holds a regular meeting during the Assembly period, every alternate Tuesday. Interesting programs are given, and much good is accomplished. Plans are on foot to start Dormitory Discussion Groups next semester, and opening Amusement and Recreation Rooms, if places can be found for them.

Literary Societies

Two Literary Societies were organized early in the first year of the life of the Morehead State Normal. One, the Button Society, is named in honor of President Button, who is widely known as an educator and especially honored and loved by the students. The other is the James Lane Allen Society, a name that does not need to be explained to any one familiar with modern literature. The members of these societies endeavor to be worthy of those whose names they bear. Two faculty advisors are assigned to each society, and every effort is made to plan the work done so as to be of the highest possible value to all members. Membership is limited to forty in each society, so that a large amount of experience may be obtained by each member.

Dramatic Club

The Dramatic Club was organized in October, 1924, and is under the supervision of Miss Royalty, teacher of Reading and Expression. It aims at intensive work along the same general lines as that done by the literary societies. An excellent piece of work was presented the night of Dec. 18, when a play, "The Prince Chap" was given before a crowded house. Two other performances will be given later in the year.

Debating Club

This organization has just been formed, and is the outgrowth of an earnest insistence on the part of a group of young men for a better opportunity than was offered by Literary Societies to develop strength in debate. Membership is limited, and an effort will be made by the Club to schedule inter-school debates during the spring.

There is a place for every student in the above mentioned organizations, whether his talents be great or small. Opportunity is afforded for development along all lines, supplementing the regular class work of the school. As numbers increase and the existing organizations are not sufficient to meet the needs of the student body, others will be formed.

Physical Training and Athletics

Health is the first essential for success. For that reason Kentucky demands that health instruction and exercises planned for physical developments be given in the public schools of the state. Morehead endeavors to meet the needs of her pupils in this respect, as in all others, in the most effective manner possible. Mr. Downing has charge of this work for men, and Miss Wilson for women.

While we are not yet provided with a gymnasium, systematic training is given in schoolroom calisthenics, simple military movements, corrective exercises, and plays and games for elementary schools. Special attention is given to the type of work that can be made effective in rural schools where no equipment is available.

In addition to this work, the institution has developed creditable athletic teams in baseball and football. In each

of these major sports we made a good many good players coming in for the showing, last spring, and this fall. With second semester, the prospects are fine for a winning baseball team next spring.

COMMON COLDS

Colds far surpass in frequency any other disease condition. There is no immunity acquired by surviving a coryza, a pharyngitis or a bronchitis; in fact, ordinarily, the person is at least temporarily more susceptible to taking or developing a fresh cold. This may not be quite true of an influenza or grip attack early in the fall or winter and are more or less immune from acute attacks during the rest of the season. Besides the immediate debility that an acute cold causes, the possibility of opening the way for the entrance of more serious disease should cause every cold to be considered seriously and treated energetically.

Acute colds are always due to germs of some kind. A too dry atmosphere,

which is the condition in so many printing establishments and even in the average home, may so irritate or congest the nostrils as to allow the least irritant to cause at first a simple inflammation of the mucous membrane, which congested area may later pick up and harbor, or cease to kill germs. Outdoor air does not predispose to colds as much as indoor air, and persons whose occupations are indoors are more liable to have colds than those whose occupation is outdoors. Chilling, whether indoors or outdoors, certainly predisposes to colds. It is quite probable that chilling of the surface of the body congests the inner organs and possibly the mucous membranes of the air passages. If the mucous membrane of the nose is congested, it more readily becomes inflamed.

Acute nasal inflammation, often called a "cold in the head," is of frequent occurrence in some regions, especially near the sea coast and great lakes, and occurs repeatedly in certain persons who seem to have a susceptibility to

inflammation of the nose. Some persons can not be exposed to a single draft on any part of the body without an acute coryza starting. It is supposable, however, that while most acute nasal inflammations are due to infectious germs, more or less chronically hypertrophied mucous membrane and more or less sluggish circulation in this membrane may allow simple non-infectious inflammations to occur when irritation of any kind is applied. Other persons who do not have this susceptibility may become chilled, may be subjected to violent cold, damp winds, and may even get wet and still never develop a nasal inflammation. Just as large tonsils more readily catch germs and become diseased, or more readily harbor germs and have recurrent inflammations, so hypertrophied mucous membrane of the nostrils becomes susceptible to reinfection or to reirritation. Frequent acute colds, more or less constant subacute inflammations, or chronic inflammation may result from such a condition.

The preventive measures consist of

proper bathing to keep the skin in good condition; proper clothing, depending on the region, season and exposure; proper heating and ventilation of living rooms, bedrooms and buildings in which persons are employed. Persons who have a tendency to nasal or pharyngeal colds should not suffer undue exposure at night. Too many windows being open may cause too much direct draft over the face. Fresh air sleeping should be governed by common sense.

A person who has repeated colds should be examined and properly treated medically or surgically. The family should be taught that the exchange of handkerchiefs and the use of the same towels when one member of the family has a cold or sore throat is inexcusable. Direct contagion by this method is probably very frequent. During all colds the nasal and throat secretions or excretions should be received into paper handkerchiefs or pieces of cheesecloth and be immediately burned or disposed of.

A too dry indoor atmosphere can harm the mucous membranes of the upper air passages as it leaves the membranes unprotected, and the first irritant that attacks them may cause an inflammation.

John V. Lambert, M. D., Chicago.

GLEANINGS

"Madison," said Miss King in the Biology class, "what do sugar and water form?"

"Syrup," replied Madison.

Professor Nichols says he made a number of good resolutions on New Year, one of which was to quit saying things; but when the sleet was on the walks his heels flew up and he broke his resolution. The rest of his anatomy is in good condition.

Work on the new building is being rushed as fast as the weather will permit. It is hoped that a new dormitory will be started also as soon as good weather comes.

Rowan County has many good country school houses. This year Superintendent Powers is erecting an excellent building at Halderman.

Superintendent Powers has a cloak room scheme that for convenience and cheapness of construction surpasses anything we have seen.

Professor Sporing has been chosen principal of the West Liberty High School by the Morgan County Board of Education.

"Will some one name an animal?" asked Miss Hard of the primary class. "A worm," said one little girl. "Name another," said Miss Hard. "Another worm," said the little girl.

Mrs. Jones, a summer school student, reports all going well in her eighth grade room in the New Castle school. She hopes to spend another summer in Morehead.

Mrs. Gritton is doing fine work in Harrodsburg, but hopes to be back in M. S. N. the second semester.

Our two most remote students enrolled on the same day in October. One was Miss Green from Graves County and the other was Miss Young of Pike County. In spite of the names, however, both are young and neither is green.

Beatrice Jones and Verna Patton visited friends in Morehead during the holidays. Both report schools going well and expect to be back in school at the earliest possible moment.

Mr. and Mrs. Dudley Caudill are in charge of the Wrigley Training School with Miss Lathan of Bath County as primary teacher. These three enthusiastic teachers are doing fine work in school and community. The Normal will begin to send observers and practice teachers there soon.

Professor Peratt, who underwent a serious operation in the St. Joseph's Hospital on December 20, is at home and doing nicely. He will not be able to resume school duties, however, for some time.

Misses Myres and Wells are in charge of the Rockville school and Misses Caudill and Jacobs of the Farmers school, both of Rowan County.

Elizabeth Patton and Goldie Hutchinson are working together in the graded school at Cheap, Greenup County. We are glad to have our students in pairs.

Home Study Department

Jay L. Chambers, Director

"Learn while you earn" is a slogan which should catch every ambitious person. In order to serve the many ambitious teachers of Eastern Kentucky, the Morehead State Normal School has established a Home Study Department through which every teacher may take a part of his work at home and receive the same credit for it as if it were done in residence. This department sends lesson outlines, grades the written lessons, gives instruction, and holds examinations for you while you are at home making a living, thus enabling you to obtain an education at the lowest possible cost to you and in the shortest space of time.

Read the list of subjects which this department is now offering by correspondence. If interested, write to the President, or the Director, for detailed information.

COURSES OFFERED BY CORRESPONDENCE EDUCATION

H. S.	(1) A Teacher's Course in Physical Education	-----	\$9.00
	(This course has been designed for schools which cannot afford elaborate playground facilities. It is a course in games, plays and exercises.)		
Col.	(2) Psychology 51	4 hrs.	\$12.00
H. S.	(3) School Management	1/2 unit	8.00
	(This course is the organization and management of rural schools, and a survey of the present status of rural education in the State.)		
	(4) Class Room Management—Price on request.		
	(This course deals with the problems which the average teacher has to face in actual work.)		

ENGLISH

H. S.	(1) History of English Literature	1/2 unit	\$8.00
H. S.	(2) History of American Literature	1/2 unit	8.00
H. S.	(3) English Grammar and Composition	1/2 unit	8.00
Col.	(4) First Semester College English	3 hrs.	9.00
Col.	(5) Literature for Children	3 hrs.	9.00
	(A splendid course for teachers)		

HISTORY AND SOCIAL SCIENCE

H. S.	(1) American History 31	1/2 unit	\$8.00
H. S.	(2) American History 32	1/2 unit	8.00
H. S.	(3) Problems in American Democracy	1/2 unit	8.00
Col.	(4) Modern European History	3 hrs.	9.00
Col.	(5) Sociology	3 hrs.	9.00

MATHEMATICS

H. S.	(1) Plane Geometry	1/2 unit	\$8.00
H. S.	(2) Algebra	1/2 unit	8.00

AGRICULTURE

H. S.	(1) General Agriculture 41	1/2 unit	\$9.00
H. S.	(2) Soils and Crops 45	1/2 unit	9.00
Col.	(3) Field Crops 65	3 hrs.	9.00
	(4) Horticulture (either H. S. or Col.)		9.00

SCIENCE

H. S.	(1) Biology	1/2 unit	\$8.00
H. S.	(2) Physiology	1/2 unit	9.00

An enrollment fee of \$3.00 is charged students who take correspondence work. This fee is payable only once and entitles the student to take work in this department until he is graduated by this institution. Not more than fifty per cent of the courses leading to graduation can be done by correspondence.

THE COURSE OF STUDY

ENTRANCE REQUIREMENTS, CREDITS AND CERTIFICATES

Who May Enter:

Any white person sixteen years of age and of good moral character who resides in Kentucky, and who has completed the work of the eighth grade, may enter the Morehead State Normal School without the payment of tuition, or the formality of a county appointment.

Credits allowed correspond to those given by standard high schools and colleges throughout the State. Credits from accredited high schools are accepted at full value by the Normal School, and credits earned in the institution will be accepted by high schools, normal schools, and colleges within the State.

The Following Certificates are Granted:

1. Provisional Elementary of the second class, on four units of credit, two of which are done in residence. This certificate is valid for two years.
2. Provisional Elementary of the first class on eight units of credit, four of which are done in residence, valid for two years.
3. Standard Elementary, on sixteen units, eight of which are done in residence, valid for three years.
4. College Elementary, granted on thirty-two semester hours, sixteen of which are residence work.
5. An Advance Certificate, on sixty-four semester hours, thirty-two of which are residence work, valid for three years, renewable for life. This certificate requires two years of college work for which credit will be given by collegiate institutions.

Unit and Hour Defined:

As used above, a unit represents the credit earned in a class meeting five hours per week for thirty-six weeks. Not more than five units may be earned during a regular school year, or accepted from another school for one year's work. An hour represents the college credit earned in a class meeting one hour per week for eighteen weeks. A class meeting four hours per week gives four hours credit, one meeting two hours a week gives two hours credit, etc.

SYNOPSIS OF COURSES OFFERED, 1924-25

COURSE A. STANDARD ELEMENTARY CERTIFICATE COURSE

Upon the satisfactory completion of this course, a student who has attained the age of eighteen will be granted a Standard Elementary Certificate valid for three years in any elementary school of the State.

FIRST YEAR—FIRST SEMESTER

English 11. Composition. This course is devoted to a careful study of the laws of punctuation, capitalization, sentence and paragraph structure, and training in oral and written expression. 5 hours per week.

Expression 11. Reading. The aim of this course is to develop ability to read well orally and to understand and appreciate good literature. Five hours per week.

Mathematics 11. Arithmetic. A thorough drill upon the fundamental processes, and a careful study of the principles involved in their use. 5 hours per week.

Science 11. General Science. A course planned to give a foundation for later courses in science, and to develop an understanding of and an appreciation for the great facts and forces of nature that affect us in daily life. 5 hours per week.

Drill: Spelling and Penmanship. 4 hours per week.

FIRST YEAR—SECOND SEMESTER

English 12. Composition. A continuation of English 11. 5 hours per week.

Mathematics 12. Algebra. A beginning course. 5 hours per week.

Science 12. A continuation of course as described under Science 11. 5 hours per week.

History 11. This is a course in community, economic, and vocational civics, with one period a week devoted to current events. 5 hours per week.

Drills: Physical Education. 4 hours per week.

SECOND YEAR—FIRST SEMESTER

English 21. History of English Literature. A connected, comprehensive survey of English Literature, with appreciation for the lives and works of great authors. 5 hours per week.

Science 21. Biology. A course dealing with the fundamental principles of life as observed in the field and studied in classroom and laboratory, giving a sound basis for the study of health, sanitation, agriculture, and psychology. 5 hours per week.

History 21. World History. From the earliest time to the 17th century. One period per week given to current events. 5 hours per week.

Mathematics 21. Algebra. A continuation of Course 12. 5 hours per week.

Drills: Music. 4 hours per week.

SECOND YEAR—SECOND SEMESTER

English 22. History of American Literature. A course in American Literature similar to that in English Literature. 5 hours per week.

Science 22. Biology. A continuation of work described under Course 21. 5 hours per week.

History 22. Continuing work of Course 21. 5 hours per week.

Mathematics 22. Plane Geometry. 5 hours per week.

Drills: Drawing. 4 hours per week.

THIRD YEAR—FIRST SEMESTER

English 31. Grammar. A study of the essentials of grammar from the teacher's point of view. 5 hours per week.

Mathematics 31. Plane Geometry. 5 hours per week.

History 31. American History. 1605-1815. This course deals with the establishment and growth of colonies, the Revolution, establishment of the National Government, territorial growth, and industrial development of our country. One hour per week devoted to current events. 5 hours per week.

Education 31. Rural Community Problems. A study of the economics, social, civil, moral, and religious problems of the rural community as related to education. 5 hours per week.

Elective Drill: Music, Drawing, or Physical Education. 4 hours per week.

THIRD YEAR—SECOND SEMESTER

English 32. Composition. A course dealing with sentence structure, paragraph structure, organization of material, and method in description, narration, exposition, and argumentation. 5 hours per week.

Science 31. Geography. A study of the natural regions of North America and the relation of man to the geographic environment of each region. Type lessons appropriate to each grade will be given. 5 hours per week.

History 32. American History. A continuation of Course 31 from 1815 to the present time. 5 hours per week.

Education 32. Rural School Management. A study of the organization and management of rural schools of various types, together with the present status of rural education in Kentucky. 5 hours per week.

Elective Drill. 5 hours per week.

FOURTH YEAR—FIRST SEMESTER

Education 41. Method and Observation. A course dealing with fundamental principles of method in teaching the elementary subjects, together with observation of expert teachers in the Training School. 5 hours per week.

History 41. Problems in Democracy. A study of the social, economic, and governmental problems to be met and solved by American citizens. 5 hours per week.

Mathematics 41. A thorough course in the principles of arithmetic and methods of teaching. 5 hours per week.

Science 41. Agriculture. Soils and Crops. A study of soils and crops from the point of view of the farmer and teacher of Eastern Kentucky. 5 hours per week.

Manual Arts. Home science is taken by women and manual training by men. Detailed announcement of courses is to be made later. 5 hours per week.

FOURTH YEAR—SECOND SEMESTER

Education 42. Observation and Practice Teaching. Observation in Training School will be continued, lesson plans made, and fifty hours of teaching done under expert supervision. 5 hours per week.

English 41. Literature for Children. A course dealing with literature adopted to the needs of the elementary pupil, the selection and use of school libraries, and the place of stories in education. 5 hours per week.

Science 42. Physiology and Sanitation. A course dealing with the basic principles of physiology, health and sanitation, with special emphasis upon those problems which confront the rural teacher. 5 hours per week.

History 42. Kentucky History and Civics. A study of the development of Kentucky from pioneer days to the present. Emphasis upon social economics and political features. 5 hours per week.

Students bringing 3 years' credit from standard high school can secure the Standard Elementary Certificate by one year's work selected from the above course.

COURSE B

For those with no high school credits who wish to take out the four-unit Provisional Certificate. For description of courses see same number in Course A.

FIRST YEAR—FIRST SEMESTER

English 11. Composition.

Mathematics 11. Arithmetic.

Reading 11.

***Science 32. Geography.**

Drill: Penmanship and Spelling. 4 hours per week.

FIRST YEAR—SECOND SEMESTER

English 12. Composition.

***Science 42. Physiology and Hygiene.**

History 11. Civics.

***Education 32. Rural School Management.**

Drill: Physical Education. 4 hours per week.

*A mark above "C" must be made in these courses in order to count them on higher certificates.

COURSE C

For those who have one year of high school credit and wish to secure the First Class Provisional Certificate. For description of courses see same number in Course A.

FIRST YEAR—FIRST SEMESTER

Education 32. Rural School Management.

English 21. History of English Literature.

Mathematics 21. Algebra.

Science 21. Biology.

Drill: Music. 4 hours per week.

FIRST YEAR—SECOND SEMESTER

Education 41. Method and Observation.

English 22. History of American Literature.

Mathematics 41. Arithmetic.

Science 22. Biology.

Drill: Drawing. 4 hours per week.

Electives. In addition to the subjects listed above, a variety of electives will be provided including courses in Latin, French, and Spanish when the number desiring a course warrants organizing a class.

ADVANCED NORMAL COURSES

The following courses will be open to students entering the institution with as much as fifteen units credit from an accredited high school, or secondary courses in a State or approved private Normal School. Thirty-two semester hours credit are required for the Elementary College Certificate, granted after a minimum of sixteen hours have been earned in residence. Sixty-four hours of credit are required for graduation, and the Advanced Certificate, thirty-two of which must be earned in residence.

FIRST YEAR—FIRST SEMESTER

Education 51. Psychology. An introductory course in the study of human behavior dealing with the basic principles involved in the science, and their practical application to the problems of education. 4 hours credit.

English 51. Grammar and Composition. An advanced course stressing fundamental principles, and methods of teaching. 3 hours credit.

Science 51. Biology. A course dealing with the structure, development, and relationships of plant and animal life. Much attention is given to local life forms. Text supplemented by laboratory and field work. 4 hours credit.

Mathematics 51. Arithmetic. A review of principles, with emphasis on organizing courses and methods of teaching. 3 hours credit.

Music 31. Public School Music. 2 hours credit.

FIRST YEAR—SECOND SEMESTER

Education 52. General Method. This course deals with the fundamental principles of method and their application to teaching the elementary subjects. 4 hours credit.

Expression 51. Reading. A course intended to develop ability in oral reading, good speaking, voice and literary appreciation. 3 hours credit.

Science 52. Nature Study. A study of the plant and animal life of the local environment together with methods of utilizing nature material in education. 2 hours credit.

Science 53. Health and Sanitation. A course dealing with the health conditions and needs as found in rural communities and towns. 2 hours credit.

History 51. General Sociology. An introduction to study of social life, its origin, evolution, and organization. 3 hours credit.

Drill: Physical Education. 2 hours credit.

SECOND YEAR—FIRST SEMESTER

Education 61. Method and Observation. A course dealing with special methods in the elementary subjects, lesson planning and observation. 2 hours credit.

Education 62. Practice Teaching. Two hours per week will be done in the town and rural training school. 2 hours credit.

English 61. Modern Literature. A study of the essay, novel, short story, and drama, with approved reading list. 3 hours credit.

Science 61. Agriculture. A study of soils, soil building and conditions and needs as found in Eastern Kentucky. 2 hours credit.

Science 62. Geography. A study of the content and method for elementary geography, with type lessons and projects. 2 hours credit.

History 61. European History. This course gives a view of early European History with emphasis upon the growth of democracy during the 19th-20th centuries. 3 hours credit.

Manual Arts. Drawing and Handwork. 2 hours credit.

SECOND YEAR—SECOND SEMESTER

Education 63. Principles of Education. A course planned to bring together and interpret the details of educational theory and practice presented in earlier courses. 2 hours credit.

Education 64. Practice Teaching. 2 hours credit.

English 62. Literature for Children. A study of the story interests of children, including practice in story telling and book lists for school libraries. 3 hours credit.

History 62. American Institutions. A study of American Government and social institutions with emphasis upon the social economics and industrial problems that have developed within the past fifty years. 3 hours credit.

Manual Arts. Home Science or Manual Training. 2 hours credit.

ELECTIVES

Fifty-two hours of the work as outlined above are required. The remaining twelve hours will be selected on consultation with the Dean from elective courses to meet the needs of the individual student.

SCHOOL CALENDAR

First semester closes January 30th, 1925

Second semester opens February 3rd, 1925

Second semester closes June 5th, 1925

Summer school opens June 8th, 1925

ROOMING AND BOARDING FACILITIES

Comfortable rooms are available on the campus for fifty women and as many men. These rooms are provided with necessary furniture. Each student is expected to furnish blankets, comforts, and one bed spread. Room rent, including light, heat, towels, sheets, and pillowcases, \$5.00 per month. Good board is furnished at \$12.00 per month of four weeks. Rooms and board may be secured in town at slightly higher rates.

FEES

An incidental fee of \$4.00 is charged all students. A general deposit of \$3.00 is also required. This is returned less any assessment for damage. Tuition is free to all residents of Kentucky. Non-resident students will be charged a tuition of \$18.00 per semester. No county appointment is required.

TEXTBOOKS

Textbooks will be on sale by the institution at the lowest possible cost.

For further information, address

F. C. BUTTON, President, Morehead, Ky.